

WORKSHOP FOR POTENTIAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS



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Tennessee Department of Education

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This workshop is paid for with funds from Title V of No Child Left Behind.

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Purpose of the WebEx

- ☐ Prepare potential providers for completing and submitting an SES application
- ☐ Review SES school systems and provider requirements and responsibilities
- ☐ www.tennessee.gov/education/fedprog/fpses.shtml

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Supplemental Educational Services

Purpose: To offer the parents of low-income students attending Title schools identified for improvement additional sources of academic instruction for their children outside normal school hours in:

-  Math
-  Reading/Language Arts

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Eligible Students

- ☐ Low-income students attending Title I schools in need of improvement
- ☐ Eligible students prioritized by greatest academic need if resources are limited
- ☐ Students are identified by the local school or school system



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Eligible Providers

- ☐ Institutions of Higher Education
- ☐ Non-high priority private or public schools (including charter schools) or school systems
- ☐ For-profit entities
- ☐ Non-profits
 - ☐ Faith-based
 - ☐ Community-based



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THE SES PROCESS

- ☐ Applications submitted to State and reviewed by Curriculum/program specialists
- ☐ Successful applicants placed on list of approved state providers
- ☐ Local education agencies (LEAs) identify eligible children and notify parents of opportunity for SES
- ☐ Parents select provider
- ☐ LEA enters into agreement with provider for services
- ☐ Providers tutor students
- ☐ Providers paid by the LEA, usually from Title I *NCLB* funds

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SES TIMELINE

DATES	ACTIVITIES
January 18, 2007 OR January 25, 2007	Statewide information sessions for potential supplemental educational services providers conducted.
February 1 – March 16, 2007	Applications may be submitted by potential supplemental educational services providers during this window of time only.
March 16, 2007 (Friday)	Deadline for submitting Applications: <ul style="list-style-type: none"> • Received by 4:30 CDT • 1 original and 3 printed copies & 1 electronic copy with <u>all</u> attachments
April 2 – 27, 2007	Applications read and any needed clarifications sought
By June 15, 2007	Approved list of providers finalized and publicized

STATE RESPONSIBILITIES

1. Promote maximum participation by qualified providers
2. Develop and apply objective criteria for selecting providers
3. Develop, implement, and publicly report on:
 - Standards and techniques for monitoring quality and effectiveness of provider services
 - Withdraw approval from providers that fail, for two consecutive years, to contribute to increasing academic proficiency of students served

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STATE RESPONSIBILITIES (cont'd)

4. Provide annual notice to SES potential providers of the application process and timeline
5. Provide SES technical assistance to all stakeholders

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Responsibilities of the LEA (Local Education Agency)

1. Arrange for the provision of SES to eligible children from a state-approved provider that is selected by the parent(s)
2. Provide, at a minimum, annual notice regarding SES to parents
 - In an understandable & uniform format
 - In a language the parents can understand

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LEA Responsibilities (cont'd)

3. Notice should include:
 - Availability of services
 - Identity of approved providers within the area of the LEA or whose services are reasonably available in neighboring LEAs
 - Brief description of the services, qualifications, and the demonstrated effectiveness of each provider

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LEA Responsibilities (cont'd)

4. If requested, assist parents in choosing a provider
 - LEAs that also serve as a provider must be careful to offer unbiased assistance focused on the needs of the student and preferences of the parent.
 - The LEA is not permitted to merely assign students to a district or school administered program.

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LEA Responsibilities (cont'd)

5. If funds are insufficient to provide SES to each child, prioritize so that the lowest achieving children receive services.
6. Avoid disclosing to the public the identity of any student eligible for or receiving SES without written permission of the parent(s)
7. Enter into an agreement with the provider selected by each eligible child's parents

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LEA/PROVIDER AGREEMENT

- ☐ **Individualized**, specific achievement goals required for each student
 - that are, in the case of students with disabilities, consistent with the students individualized education plan (IEP) under the Individuals with Disabilities Education Act (IDEA).



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LEA/PROVIDER AGREEMENT (cont'd)

- ☐ Describe how students' parents & teacher(s) will be regularly informed of their progress
- ☐ Provide for termination if provider is unable to meet certain goals or timetables
- ☐ Contains provisions with respect to the LEA making payments to the provider

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LEA/PROVIDER AGREEMENT (cont'd)

- ☐ For faith-based organizations, require that funds for SES be in a separate account not commingled with other operating funds
- ☐ Include any other provisions relating to liability and accountability as deemed necessary by the LEA
- ☐ Prohibit the provider from disclosing to the public the identity of any student eligible for or receiving SES without written parent permission

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PRIVACY ISSUES



- ☐ Students records must be securely maintained
- ☐ Staff should refrain from discussing students' performance with others
- ☐ Remove student indicators from public ads

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PAYMENT\$ TO PROVIDER\$

- ☐ Providers are paid by the LEA
- ☐ LEAs are not required to pay for transportation in order to provide SES
- ☐ Providers should clearly detail costs in the application

The amount LEAs are required to make available for SES is the **lesser** of the actual cost of services or their per pupil allocation under Title A Part I.

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SES Per Pupil Allocations 2006-07

□ Davidson County	\$1,274
□ Fayette County	981
□ Hamilton County	1,223
□ Knox County	1,207
□ Memphis City Schools	1,317

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SES PROVIDER RESPONSIBILITIES

1. With the LEA & the parent, develop:
 - specific achievement goals for each child,
 - measures for student progress,
 - and a timetable for improving student achievement.
2. Provide parents of children receiving SES and the LEA information on the students' progress

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SES PROVIDER RESPONSIBILITIES (cont'd)

3. Ensure that instruction provided and content used are:
 - Aligned with State student academic achievement standards
 - Consistent with the instruction provided and content used by the LEA
4. Meet applicable federal, state, and local health, safety, & civil rights laws
5. Ensure that all instruction & content are secular, neutral, and non-ideological
6. Comply with all provisions of the agreement with the LEA

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QUESTIONS?

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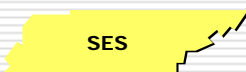
PLANNING AHEAD

- ☐ Thoroughly review application guidelines & reviewer checklist
 - Deadline
 - Format & page limits
 - Questions posed
 - Required documentation
- ☐ Review state academic standards
- ☐ Locate schools in need
- ☐ Determine schools to serve
- ☐ Develop strategy for providing services and marketing your service



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Tennessee's Recommended SES Model



1. Assessment of student
2. Targeted instruction and remediation
3. Post assessment

(See p. 2 of Application)

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TN SES Application Approval Categories

1. Fully approved - For providers with a strong, established track record of effectiveness.
2. Conditional approval - For those who have the capacity to meet minimum requirements, but lack a strong track record of effectiveness
 - ❑ Must reapply annually
 - ❑ Categorized as conditional in correspondence
 - ❑ Advised to participate in provider meetings

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TN SES Application Formatting

- ❑ 12 point font
- ❑ Single-spaced text
- ❑ 1" page margins
- ❑ Leave text box & questions & answer underneath.
- ❑ Heed page limits; use page numbers
- ❑ Non-permanent binding
- ❑ Appendix items labeled & relevant

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SES Information on SDE Website:

- ➡ **SES Application Timeline**
- ➡ **Information for Providers**
- ➡ **SES Application**
- ➡ **Application Reviewer Checklist**
- ➡ **Tennessee's Approved SES Providers**

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SES Information on SDE Website:

- ➔ **USDOE SES Guidance and FAQ's**
- ➔ **List of TN Schools Required to Offer SES**
- ➔ **SES Tool Kit for Faith-Based and Community Organizations**
- ➔ **USDOE Information on Choices for Parents**

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TN SES Application Contents

1. Part I-Basic Program Information
2. Part II Program Overview
3. Part III Indicators of Quality
4. Assurances & Signatures
5. Appendices

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SES Application – Part 1

- ☐ Basic Information, pp. 7-10
- ☐ Use page 7 for the top page of your application
- ☐ Items 1 – 15
- ☐ Questions?

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SES Application – Part 1

- ☐ Basic Information, pp. 11-12
- ☐ Review of Items 16-19
 - Time of Service
 - Hours of Instruction
 - Cost/Fee Structure
 - Incentives
- ☐ Questions?

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SES Application – Part II

- ☐ Overview of Your Program
- ☐ Narrative and Chart
- ☐ Narrative will not be rated – gives reviewers an overview of your tutoring services
- ☐ Information should be repeated when requested in Part III

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SES Application – Part III

- A - Evidence of Effectiveness
- B - Research Links to program design
- C - Connection to Standards & District instructional programs
- D - Monitoring student progress
- E - Communication with Schools
- F - Communication with Parents
- G - Qualifications of Staff
- H - Financial & Organization Capacity
- I & J - Compliance with Federal, State, Local Health, Safety, & Civil Rights Protections

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Appendices Checklist, p. 21

Required:

- ☐ Appendix A and/or Appendix B
- ☐ Proof of Liability Insurance
- ☐ Letters of Reference/Support
- ☐ Resume of overseer of instructional program
- ☐ Financial documentation
- ☐ Evidence of sound management structure
- ☐ Resumes of staff, if fewer than 5

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Appendices – if applicable

- ☐ Facilities Use letter
- ☐ Sample progress report
- ☐ Licenses and certifications for health, safety
- ☐ Evidence of compliance with civil rights protections
- ☐ Copy of business license

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Signed Assurances, pp. 22-24

- ☐ Understand content of Assurances before signing
- ☐ Requires liability insurance policy information
- ☐ Monitoring will address assurances
- ☐ Questions?

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Part III of SES Application

- ☐ Respond to all items in Part III.
- ☐ If any are not applicable, write in "N/A" and give explanation.
- ☐ In your response, include the shaded box of information, the instructions, and your numbered responses.
- ☐ Put tables, charts, and supporting documents in Appendices
- ☐ In the narrative, make reference to the Appendix and provide explanation for the Appendix.

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Part III, Item A

Item A: Evidence of Effectiveness

- ☐ Most important part of application
- ☐ Applicants must have no less than a moderate rating on this requirement.
- ☐ Evidence of effectiveness for newly developed programs will draw from history of performance of staff, instructional materials, methodology

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Item A1: Evidence of Effectiveness

- ☐ How do you know your program and tutoring services will have a positive impact on student achievement?
- ☐ Impact indicated by state, district or independent measure
- ☐ Valid and reliable measures
- ☐ Low-income and underachieving students
- ☐ Assessments aligned with TN curriculum standards

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Item A1 – Effectiveness of Program

- ☐ Measures that may be considered include teacher-developed classroom tests, school grades, homework completion, school/teacher administered subject area test.
- ☐ Consider validity and reliability of evidence
- ☐ Pretest and posttest results to show impact

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Item A2 – Evidence of Improved Outcomes

- ☐ Provide evidence that the program had improved outcomes for attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline.
- ☐ Include research citations given to support methodology

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Item A3 – Letters of Reference

- ☐ Current letters (within 3 years) in Appendices
- ☐ Maximum of 5 letters
- ☐ References with contact information related to applicant's tutoring in narrative
- ☐ Most significant are letters from schools and/or school districts

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Item B1 – Program is Research-Based

Explain how key instructional practices and major design elements of your program are:

- ☐ High quality
- ☐ Based on models that have been proven effective through academic research
- ☐ Examples: mode of instruction, group size, time on task

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Item B2: Program Supports Reading Instruction

If applicant tutors in reading, table is completed and placed in Appendix A

- ☐ Program supports all five areas of reading instruction
- ☐ Write in "N/A" in narrative if no tutoring in reading.

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Item B3: Program Supports Mathematics Instruction

If applicant tutors in mathematics, table is completed and placed in Appendix B

- ☐ Program is aligned with five mathematical process standards
- ☐ Write in "N/A" in narrative if no tutoring in math.

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Items C1 – Connection to State Standards

Program is clearly connected to

- ☐ State academic standards
- ☐ What process was used for establishing connections?
- ☐ Give examples of connections?

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Item C2: Connection to District Instructional Programs

What process was used to connect the program's instruction & content to the district's instructional programs?

Provide examples of program's connection to district instruction and content for math and reading/language arts

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Item D1: Monitoring Student Progress

Applicant will describe specific programs and practices used to diagnose students' needs, prescribe instructional program to meet needs, and evaluate & monitor progress.

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D1: Process for Assessing Needs

Three Criteria (See Tennessee Model):

What is the process for

☐ Assessing student needs?

☐ Prescribing instructional program/intervention?

☐ Reassessing and reteaching?

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D2: Process for Evaluating, Tracking & Monitoring Progress

☐ What is the process for evaluating, monitoring, and tracking student progress?

☐ How is a timeline developed for each student's achievement gain?

☐ If information is presented elsewhere in Part III, repeat when relevant.

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Item E: Communication with LEA

☐ Describe specific procedures to establish, in conjunction with school staff, student academic performance goals and a timeline for achieving the goals.

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Item E: Communication with LEAs

Explain the methods, tools, and processes used to communicate students progress to schools and describe how provider ensures a connection for communication.

-Describe procedures and frequency for reporting on student progress to LEA

-Provider may include sample progress report in Appendices.

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F1: Communication with Parents

Describe specific procedures to report on student progress to parents

☐ Address frequency and content of reporting

☐ Indicate whether communication can be done in other languages

☐ May include a sample progress report in Appendices

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F2: Communication with Parents

Describe parent involvement, services to parents, timelines and goals:

☐ What opportunities do you provide for parent involvement?

☐ How are parents involved in setting student's achievement goals/timeline for achievement?

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F3: Communication with Parents

- ☐ Describe enrollment and intake procedures, retention strategies, and exit procedures
- ☐ What are the parents' roles in the procedures?

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F4: Communication with Parents

Description given of how the provider will

- ☐ Cultivate a positive relationship with parents
- ☐ Resolve problems related to students' attendance, behavior, etc.
- ☐ Resolve disputes and conflicts between staff and parents
- ☐ Accommodate schedules of working parents.

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Item G: Qualifications of Staff

- ☐ Provide evidence of highly qualified staff with opportunities for professional development
- ☐ All SES tutors must have at least a high school diploma.
- ☐ Include in the appendices the resume' of the person who oversees the instructional program. If fewer than 5 staff, submit resumes for each.

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G1: Staff Qualifications

Evidence is given that provider's staff are qualified to offer SES tutoring in mathematics and/or reading/language arts

- ☐ Amount and quality of training
- ☐ Years and level of work experience
- ☐ Highest degree attained
- ☐ Certification of staff
- ☐ Resume of instructional manager (in appendices)

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G2: Staff Qualifications

Experience & qualifications of staff to work with

- ☐ Low-achieving students
- ☐ Special populations, such as ELL
- ☐ Students with disabilities

How are staff qualified to do so effectively?

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G3: Staff Qualifications

Provider describes process for

- ☐ Recruiting and hiring high quality staff
- ☐ Offering ongoing training and professional development
- ☐ Supervising employees and reviewing staff performance
- ☐ Supervising tutors and paraprofessionals

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Items H1 & 2:

Financial/Organization Capacity

Provide evidence of financial soundness and organization capacity

(See list of evidence that can be provided—those with asterisks are required evidence)

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H1: Financial Soundness

Explain why SES organization is financial sound

Include in the Appendices one of the following required documents:

- ☐ Audited financial statements or
- ☐ Copy of Schedule C of most recent tax return or
- ☐ Form 1065 for Partnerships.

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H1 & 2: Financial Soundness and Organization Capacity

- ☐ Submit required evidence in Appendices of proof of liability insurance for a minimum of \$100,000.

- ☐ Explain why the SES organization has sound management capacity

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I1: Compliance with Health & Safety Standards

State that provider will work with LEAs in acquiring required criminal background checks.

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I2: Compliance with Health & Safety Standards

May not be applicable if provider is not tutoring at a business site

If tutoring is at business site, list in the narrative all business licenses with a copy of each in the Appendices

- ☐ Local or state fire inspection certificate
- ☐ Health & sanitation inspections or OSHA reports
- ☐ If not applicable, write in "N/A" and explain why.

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I3: Compliance with Health & Safety Standards

- ☐ Supervision & protection of students
- ☐ Plan for picking up children & releasing them to designated adult, if applicable
- ☐ Plan for emergencies—fire, weather, medical, building intruders
- ☐ Plan for contacting emergency personnel and parents

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I4: Compliance with Health & Safety Standards

May be applicable only if provider is tutoring via the Internet. If not applicable, write in "N/A" and explain why.

If provider is tutoring via Internet, policies/procedures are discussed in the narrative regarding:

- ☐ Transmittal of any copyrighted or obscene material in violation of any US/State regulations
- ☐ Abiding by all School/LEA policies regarding computer/Internet use
- ☐ Parental permission before communicating via email/Internet with students under age 13

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Item J1: Compliance with Civil Rights Protections

Evidence or statement of compliance regarding discrimination based on race, nationality, gender, age, disabilities.

See SES Non-Regulatory Guidance, C-3

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Item J2: Compliance with Civil Rights Protections

May not be applicable if provider does not serve students with disabilities. If not applicable, write in "N/A" and explain.

If provider serves students with disabilities, evidence is given of compliance with:

- ☐ IDEA (Individuals with Disabilities Education Act
- ☐ ADA (Americans with Disabilities Act).

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Checklist for Reviewing SES Application

- ☐ Used by reviewers to score SES applications
- ☐ Reviewers are trained in evaluating responses
- ☐ Responses are rated and points are recorded by 3 separate reviewers
- ☐ All points transferred to scoring form and tallied

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Checklist for Reviewing SES Application (cont'd)

- ☐ N/A points deducted from total possible points
- ☐ Divide earned points by possible points; multiply by 100 for percentage correct
- ☐ Score of 70% - 79.4% = conditionally approved
- ☐ Score of 80% or better = fully approved

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QUESTIONS or ASSISTANCE?



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